

# SCOPE AND SEQUENCE: LANGUAGE STRUCTURES

by Ron Yoshimoto

<b>PHONOLOGY (SOUNDS)</b>	<p>Phonemic Awareness -----&gt; Letter Recognition -----&gt; Consonant digraphs ---&gt; Letter Combinations          (“q” is always followed by “u”)      Handwriting      (sh, th, ch, wh)      (ang, ..., ank,...)          Basic Sound/Symbol      *can be introduced earlier.      (floss rule)          ( a, t, b, l, f, h, p, s, u, m, r, c, w, g, y, v, i, n, d, j, z, qu, o, k, e, x)          (no English words end in a “v”/”i”)</p> <p>-ck/-dge/-tch -&gt; vowel-consonant-e -&gt; Vowel Digraphs-R-controlled -&gt; Vowel Digraphs, etc. (higher) - --&gt; Advanced          (-ed)      (“s” saying /z/)      (Lower Level)      (-ture*, ur, -tion*, -age*, -sion*, ie, (Latin)          (all)      (oi, oy, ar, ee, or, ai, ay, er, ue, ph, -stle*, ey*, ough, wr, -ckle*, du = /joo/          (-ld, -nd, -st)      igh, oa, “y” = / i /, oo, ea, -cket*, ui, or = /er/*, augh, ei*, gn tu = /choo/,          ou, ow, kn, ir, au, aw, oe, eu, ar = /er/*, ch = /k/ or /sh/, ear, tual/tuate          ew, eigh)      qua, y = / i /, our*, -que*, -gue*, tious/cious          (Soft/hard “c”/”g”)      wor, gh*, alk/alt, -mb, wa, rh, -mn, tial/cial,          war, a = / ə /*, y = /i/ in long words*) tiate/ciate</p> <p><b>**1-1-1, Silent-e, and Y to i introduced after teaching some suffixes.      *Syllabication involved in these: may need to teach later</b></p>
<b>STRUCTURAL ANALYSIS SYLLABICATION</b>	<p>Closed syllable -----&gt; vc/cv -----&gt; vowel-consonant-e syllable -----&gt; vc/cv-c-e &gt;&gt;&gt; vc/cy ----&gt; open syllable -&gt;          *(teach after short vowels)      y = /ē/</p> <p>v/cv, v/c-v-c-e, v/cy ----&gt; consonant-le syllable -----&gt; vc/c-le, v/c-le ----&gt; vc/v ----&gt; r-controlled syllable/division* ----&gt;</p> <p>vc/ccv -----&gt; -tion/-sion -----&gt; diphthong syllable/division ---&gt; compound words* -----&gt; prefix/root/suffix** -----&gt;</p> <p>v/v -----&gt; Crazy “i” and connectives</p> <p><b>*May be taught earlier      **See Morphology</b></p>
<b>MORPHOLOGY (LATIN)</b>	<p>Closed prefixes (un, ex, in, mis, con, etc.) -----&gt; open prefixes (re, pre, pro, de, etc.) ----&gt; introduce roots -----&gt;          (introduce after closed syllables)      (after introducing open syllable)      (after teaching some affixes)          Lower level suffixes (-ed, -er, -est, -ing, -ful, -ly, etc.)</p> <p>Continue introducing prefixes/suffixes/roots -----&gt; chameleon prefixes -----&gt; Similar-sounding suffixes          closed - open syllable changes      (-est/ist, -es/-ous, -able/-ible)</p>

## Difficulty Level of Words

cvc

cat  
cvc

cvcc

last  
cvcc

ccvc

flat  
ccvc

ccvcc

plant  
ccvcc

cccvcc

thrust  
cccvcc

ccvccc

crutch  
ccvccc

## Keywords

**a** = apple  
**b** = boy  
**c** = cat  
**d** = dog  
**e** = egg, Ed  
**f** = fish  
**g** = goat  
**h** = hat  
**i** = igloo  
**j** = jam  
**k** = kite  
**l** = lamp  
**m** = man  
**n** = nut  
**o** = ox  
**p** = pig, pan  
**qu** = queen  
**r** = rat  
**s** = snake  
**t** = top  
**u** = up  
**v** = van  
**w** = wagon, wind  
**x** = box  
**y** = yo-yo  
**z** = zebra  
  
**sh** = ship  
**ch** = chin, chair  
**wh** = whistle, whale  
**th** = thumb

**a-e** = ape, cake  
**e-e** = eve  
**i-e** = pine, bike  
**o-e** = home  
**u-e** = mule  
**u-e** = ruler  
**y-e** = type

**-age** = baggage  
**ai** = sail, rain  
**-alt** = salt  
**-alk** = chalk  
**-all** = ball  
**-ng** = sing, song, sang, sung  
**-nk** = sank, sink, sunk, honk  
**ar** = car, star  
**-ar** = dollar  
**au** = auto, August  
**augh** = daughter  
**aw** = saw  
**ay** = play  
**ch** = /k/ = orchid, August  
**ch** = /sh/ = chef  
**-ck** = duck, clock  
**c-le**: -ble = gobble; -cle = circle;  
           -dle = candle; -fle = rifle;  
           -gle = jungle; -kle = ankle;  
           -ple = apple; -tle = bottle  
           -zle = puzzle; -stle = castle  
**-dge** = bridge  
**ea** = eat; ea = bread  
**ear** = earth  
**-ed** /ð/ = planted; landed  
           /d/ = sailed  
           /t/ = jumped  
**ee** = feet, sheep  
**ei** = ceiling; ei = reindeer, vein  
**eight** = eight  
**er** = her, fern  
**eu** = Europe; eu = feud  
**ew** = pew, few; ew = screw, grew  
**ey** = key, money, valley  
**gh** = ghost; gh = laugh, cough  
**gn** = gnat, sign  
**ie** = pie; ie = piece, chief  
**igh** = light  
**ir** = bird  
**kn** = knife  
**-mb** = thumb  
**-mn** = hymn, column  
**oa** = goat, boat

**oe** = doe, toe  
**oi** = coin, boil  
**oo** = moon, food  
**oo** = book  
**or** = corn, horn  
**-or** = doctor  
**ou** = ouch, out  
**ough** = fought  
**our** = courage  
**ow** = snow  
**ow** = cow  
**oy** = boy, toy  
**ph** = phone  
**qua** = quarterback,  
           quarter  
**-que** = antique  
**rh** = rhinoceros  
**s** = /z/ = nose  
**sion** /shun/ = mansion  
           /zhun/ = vision  
**-tch** = witch, catch  
**-tion** = construction,  
           invention  
**-ture** = picture  
**ue** = blue, true;  
           = rescue  
**ui** = fruit  
**ur** = church, burn  
**wor** = world, word  
**wr** = write  
**y** = fly  
**y** = penny, candy  
**y** = gym

**HANDWRITING**

Letter (manuscript/ cursive) or connections:

\_\_\_\_\_

Procedure (Handwriting):

1. Demonstrate/model; skywriting; moving from bigger to smaller. Child says letter name and/or key word and sound as he writes

**VISUAL DRILL**

Sounds: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Words to Read: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Procedures (Sounds):

1. Teacher shows card & child says sound

*Correction:*

1. Trace, ask for key word, show key word, isolate sound, trace/sound)

Procedures (Words):

1. Card deck or word list: child reads.

*Correction:*

1. Deletion/insertion of letters: ask for sound of 1st letter, then 2nd, blend the two, ask for 3rd, blend the three, etc.
2. Letter confusion: trace, ask for key word, show key word, isolate sound, trace/sound.

**AUDITORY DRILL**

Sounds: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Words to spell: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Procedures (Sounds):

1. Teacher says sound. Child repeats and sounds as he writes.

*Correction:*

1. Repeat sound. Ask for key word, say it, isolate sound, ask for letter name, then trace/write as sound \*

Procedures (Words to Spell):

1. Teacher says word, student repeats, student fingerspells, sounds as he writes. Then reads the word.

*Correction (3 types of errors):*

1. "What you spelled is \_\_, the word is \_\_. Repeat." Fingerspell. Isolate problem. Ask for sound and letter. Sounds as he writes.
2. Ask or remind about rule.
3. Visual correction for reversals, etc.

\* Alternate procedure: "What you wrote is //, my sound is //. Repeat. What letter makes that sound?"

**REVIEW: PHONOGRAM**

\_\_\_\_\_

Words to Read or Spell: \_\_\_\_\_

\_\_\_\_\_

**INTRODUCTION OF NEW PHONOGRAM**

\_\_\_\_\_

Words to Read: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Words to Spell: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Procedures:**

1. Teacher shows card, says sounds; student repeats and traces as he sounds.
2. Teacher notes letter name, explains kinesthetics, gives keyword, & notes position or place value.
3. Student writes as he sounds
4. Student reads words
5. Student spells words
6. Summary: child gives letter name, sound, key word, and position.
7. Student traces/writes as he sounds

**CONCEPT (SYLLABICATION/SPELLING RULES)**

Introduction/ Review (Spelling Rules): \_\_\_\_\_

\_\_\_\_\_

Introduction/ Review (Syllabication - Syllable Types): \_\_\_\_\_

\_\_\_\_\_

Introduction/ Review (Syllabication Division):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Procedures:**

1. Spelling by Syllables: Teacher reads word, student repeats. Teacher asks for first syllable, student says it, fingerspells if needed, and sound as he spells. Teacher says word, student repeats. Teacher asks for 2nd syllable. Student says it, fingerspells, and sounds as he spells. Resynthesizes & reads word.

**LEARNED WORD/MEMORY WORD/ RED FLAG WORD: REVIEW****Procedures:**

1. Teacher says word, student repeats, writes 3 times as he says letter names (says word after writing)

**LEARNED WORD/MEMORY WORD/RED FLAG WORD: INTRODUCTION****Procedures:**

1. Teacher writes word on board or large card. Says word and letters
2. Student repeats. Copies and says letter names as he writes, & reads word. Student writes it 3 more times saying letters and reading word after each time he writes it.
3. Student closes eyes and traces in air as he says letter names.
4. Quiz: cover word and child spells and checks (letter by letter).

\*Generally one learned word a lesson

**DICTATION OF PHRASES/SENTENCES****Procedures:**

1. Teacher says sentence or phrase. Student repeats. Teacher may ask for number of words in the sentence.
2. Teacher reads 1st phrase again and again as student writes.
3. Teacher reads 2nd phrase, etc.
4. Teacher reminds students regarding punctuation/capitalization
5. Student reads sentence he spelled.

***Correction:***

1. Auditory correction
2. Rule reminder
3. Visual correction: b/d, learned word

**READING**

ORAL: \_\_\_\_\_

**Procedures:**

1. Child reads orally: use finger or card for tracking.
2. Correct mistakes and read sentence again for fluency; note pause for periods and comma.

SILENT: \_\_\_\_\_

Name

Handwriting practice lines for the name section, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Date

Handwriting practice lines for the date section, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Sounds

Handwriting practice lines for the first sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the second sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the third sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the fourth sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the first sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the second sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the third sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the fourth sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the first sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the second sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the third sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the fourth sound column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

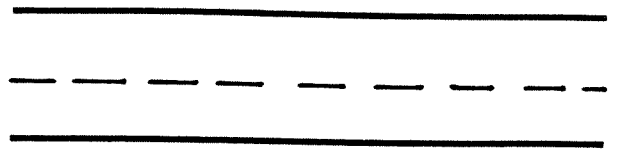
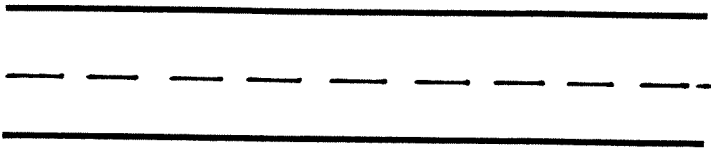
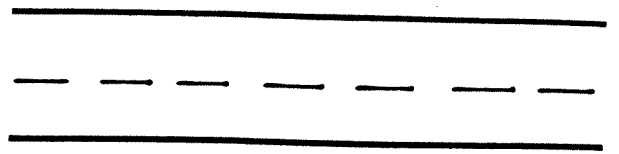
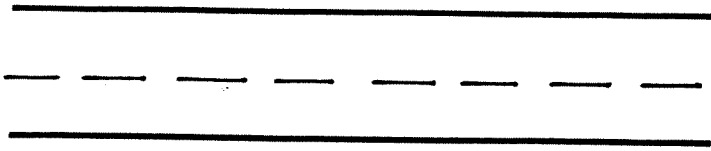
Words

Handwriting practice lines for the first word column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

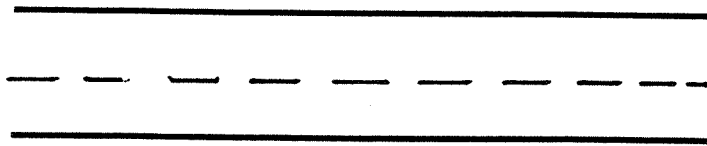
Handwriting practice lines for the second word column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the first word column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

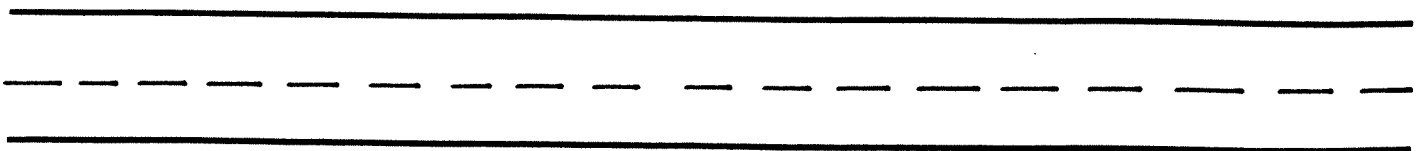
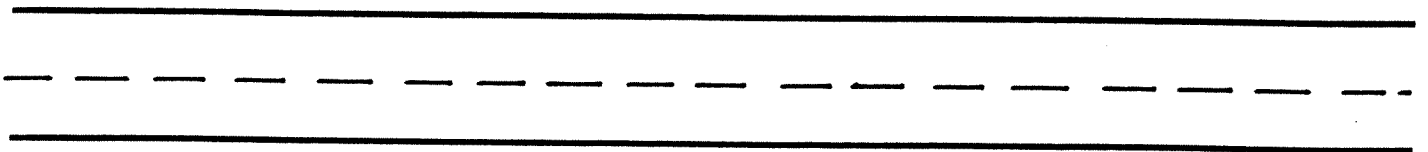
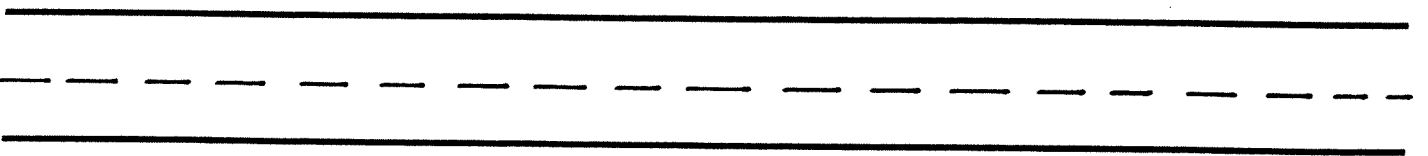
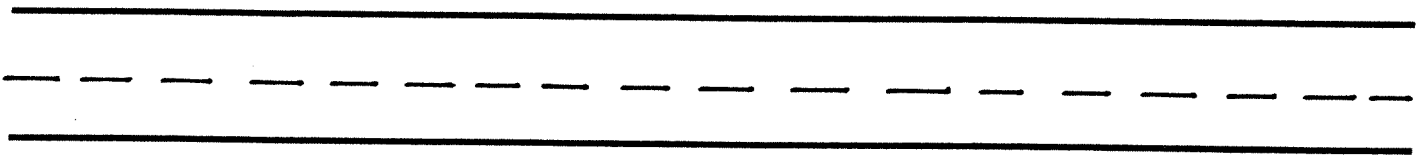
Handwriting practice lines for the second word column, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Red Flag  
Word



Sentences





**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Sounds:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Words:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Review  
Phonogram:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Introduction  
Phonogram:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Spelling Rules/  
Syllabication**


**Review -  
Learned  
Word**


**New -  
Learned  
Word**


**Dictation - Phrases/Sentences:**

1. 

2. 

3. 

4. 


## Orton-Gillingham Checklist

Teacher: \_\_\_\_\_ School year: \_\_\_\_\_

Class: \_\_\_\_\_ Grade levels: \_\_\_\_\_

### Checklist: Basic Language Structures

#### *Sounds:*

**Consonants:** b \_\_\_\_\_ c = /k/ \_\_\_\_\_ c = /s/ \_\_\_\_\_ d \_\_\_\_\_ f \_\_\_\_\_ g = /g/ \_\_\_\_\_ g = /j/ \_\_\_\_\_

h \_\_\_\_\_ j \_\_\_\_\_ k \_\_\_\_\_ l \_\_\_\_\_ m \_\_\_\_\_ n \_\_\_\_\_ p \_\_\_\_\_ qu \_\_\_\_\_ r \_\_\_\_\_

s = /s/ \_\_\_\_\_ s = /z/ \_\_\_\_\_ t \_\_\_\_\_ v \_\_\_\_\_ w \_\_\_\_\_ x \_\_\_\_\_ y \_\_\_\_\_ z \_\_\_\_\_

**Low Level Consonant Digraphs:** sh \_\_\_\_\_ th \_\_\_\_\_ ch \_\_\_\_\_ wh \_\_\_\_\_

**Short vowels:** a \_\_\_\_\_ e \_\_\_\_\_ i \_\_\_\_\_ o \_\_\_\_\_ u \_\_\_\_\_

**Consonant Blends (optional) - Circle those covered:**

bl, cl, fl, gl, pl, sl, sc, sk, sm, sn, sp, st, sw, br, cr, dr, fr, gr, pr, tr, scr, tw  
squ, str, spr, thr, spl, shr.

-nt, -ft, -mp, -sp, -nd, -nch, -st, -lt, -pt, -ct, -sk

**Other Consonant Digraphs:** kn \_\_\_\_\_ ph \_\_\_\_\_ gn \_\_\_\_\_ wr \_\_\_\_\_ gh \_\_\_\_\_ rh \_\_\_\_\_

**Long vowel sounds:** a - e \_\_\_\_\_ i - e \_\_\_\_\_ o - e \_\_\_\_\_ u - e \_\_\_\_\_ e - e \_\_\_\_\_

a (open syllable) \_\_\_\_\_ e (open syllable) \_\_\_\_\_ i (open syllable) \_\_\_\_\_

o (open syllable) \_\_\_\_\_ u (open syllable) \_\_\_\_\_

**Vowel teams:** ai \_\_\_\_\_ ay \_\_\_\_\_ ee \_\_\_\_\_ oi \_\_\_\_\_ oy \_\_\_\_\_ oa \_\_\_\_\_ oo \_\_\_\_\_

ou \_\_\_\_\_ ow \_\_\_\_\_ ea \_\_\_\_\_ aw \_\_\_\_\_ au \_\_\_\_\_ ew \_\_\_\_\_

\_\_\_\_\_ ue \_\_\_\_\_ ui \_\_\_\_\_ ey \_\_\_\_\_ ie \_\_\_\_\_ oe \_\_\_\_\_

ei \_\_\_\_\_ eu \_\_\_\_\_

**Letter combinations:** -ng \_\_\_\_ -nk \_\_\_\_ igh \_\_\_\_ -all \_\_\_\_ -tion \_\_\_\_ -sion \_\_\_\_

eigh \_\_\_\_ augh \_\_\_\_ ough \_\_\_\_ -ture \_\_\_\_ -ed \_\_\_\_

**R-controlled:** er \_\_\_\_ ir \_\_\_\_ ur \_\_\_\_ or \_\_\_\_ ar \_\_\_\_ ear \_\_\_\_

our \_\_\_\_

**Other Less Common Combinations:** qua \_\_\_\_ wa \_\_\_\_ wor \_\_\_\_ war \_\_\_\_ -gue \_\_\_\_

alk/alt \_\_\_\_

**Handwriting:** Manuscript: \_\_\_\_\_

Cursive: \_\_\_\_\_

**Rules and Generalizations:**

ck/k \_\_\_\_ dge/ge \_\_\_\_ tch/ch \_\_\_\_ floss rule \_\_\_\_ ld/nd/st \_\_\_\_ soft/hard c/g \_\_\_\_

**Rules for Adding Suffixes:** 1-1-1 or Doubling Rule \_\_\_\_ Silent-e \_\_\_\_ Y to i \_\_\_\_

**Syllabication:**

**Syllable Types:** Closed \_\_\_\_ Open \_\_\_\_ V-c-e \_\_\_\_ C-le \_\_\_\_ R-controlled \_\_\_\_

Diphthong \_\_\_\_

**Division:** VC/CV \_\_\_\_ V/CV \_\_\_\_ VC/V \_\_\_\_ C-le \_\_\_\_ R-controlled \_\_\_\_

VC/CCV \_\_\_\_ -tion/-sion \_\_\_\_ v/v \_\_\_\_ Compound Words \_\_\_\_

prefix/root/suffix \_\_\_\_

**Plurals:** s \_\_\_\_ -es (sh/ch/z/s) \_\_\_\_ Y to i \_\_\_\_ Irregular Plurals \_\_\_\_

**Contractions:** Note which ones: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Homonyms:** (Note those covered)

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## Morphology: Prefix

\_\_\_ a \_\_\_ ab \_\_\_ abs \_\_\_ ac \_\_\_ ad \_\_\_ ag \_\_\_ al \_\_\_ ambi  
\_\_\_ an \_\_\_ ante \_\_\_ anti \_\_\_ ap \_\_\_ ar \_\_\_ as \_\_\_ at \_\_\_ be  
\_\_\_ co \_\_\_ com \_\_\_ con\* \_\_\_ contra \_\_\_ cor \_\_\_ counter \_\_\_ de\*  
\_\_\_ di \_\_\_ dif \_\_\_ dis\* \_\_\_ em \_\_\_ en \_\_\_ e \_\_\_ ef \_\_\_ ex\*  
\_\_\_ extra \_\_\_ for \_\_\_ fore \_\_\_ il \_\_\_ im \_\_\_ in\* \_\_\_ infra  
\_\_\_ inter\* \_\_\_ intra \_\_\_ intro\* \_\_\_ ir \_\_\_ mal \_\_\_ mid\* \_\_\_ mini  
\_\_\_ mis\* \_\_\_ non \_\_\_ ob \_\_\_ oc \_\_\_ of \_\_\_ omni \_\_\_ op  
\_\_\_ out \_\_\_ over \_\_\_ per\* \_\_\_ post\* \_\_\_ pro\* \_\_\_ re\* \_\_\_ retro  
\_\_\_ self \_\_\_ sub\* \_\_\_ suc \_\_\_ suf \_\_\_ sug \_\_\_ sum \_\_\_ sup  
\_\_\_ super \_\_\_ sur \_\_\_ syl \_\_\_ sym \_\_\_ syn \_\_\_ trans\* \_\_\_ ultra  
\_\_\_ un\* \_\_\_ with

**\*Prefixes to teach first.**

### Number Prefixes:

\_\_\_ uni/mono \_\_\_ bi/di \_\_\_ tri \_\_\_ quar/quad/tetra \_\_\_ quin/penta  
\_\_\_ sex/hexa \_\_\_ sept/hepta \_\_\_ oct/octo/octa \_\_\_ novem/ennea  
\_\_\_ decem/dec/deca \_\_\_ centi/cent/hecate/hecaton \_\_\_ milli/kilo  
\_\_\_ mega \_\_\_ multi \_\_\_ poly \_\_\_ semi \_\_\_ hemi

### Closed/Open Prefix Transformation:

\_\_\_ re \_\_\_ pre \_\_\_ de \_\_\_ pro

### Morphology: Lower Level Latin Roots

act \_\_\_\_ aud \_\_\_\_ capt/capit \_\_\_\_ caus(e)/cus(e) \_\_\_\_ ced(e)/ceed/cess \_\_\_\_

cept/ceiv(e)/ceit \_\_\_\_ cid(e)/cis(e) \_\_\_\_ claim/clam \_\_\_\_ clud(e)/clus(e) \_\_\_\_

cred \_\_\_\_ cur \_\_\_\_ dic/dict \_\_\_\_ duct/duc(e) \_\_\_\_ fac/fact \_\_\_\_

fect/fic/fict \_\_\_\_ fer \_\_\_\_ fin(e)/finit(e) \_\_\_\_ firm \_\_\_\_ fix \_\_\_\_

flect/flex \_\_\_\_ flict \_\_\_\_ flu \_\_\_\_ form \_\_\_\_ fus(e) \_\_\_\_ gen \_\_\_\_ gest \_\_\_\_

gress/grad \_\_\_\_ ject \_\_\_\_ junct/join/joint \_\_\_\_ jur/jud/just \_\_\_\_

lect/leg/lig \_\_\_\_ leg \_\_\_\_ mand/mend \_\_\_\_ mem \_\_\_\_ mit/miss \_\_\_\_

mot/mov/mob \_\_\_\_ nat \_\_\_\_ nov \_\_\_\_ numer \_\_\_\_ ord/ordin \_\_\_\_ pass \_\_\_\_

ped \_\_\_\_ pel/puls(e) \_\_\_\_ pend/pens \_\_\_\_ ply/plic \_\_\_\_ pon/pound \_\_\_\_

port \_\_\_\_ pos(e)/posit \_\_\_\_ put(e) \_\_\_\_ quir(e)/quis/quest \_\_\_\_ rect/reg \_\_\_\_

rupt \_\_\_\_ scop(e) \_\_\_\_ scrib/script \_\_\_\_ sect \_\_\_\_ sed/sid(e) \_\_\_\_

sent/sens \_\_\_\_ serv(e) \_\_\_\_ sist \_\_\_\_ solv(e)/solut \_\_\_\_ son \_\_\_\_

spect/spec/spic \_\_\_\_ spir(e) \_\_\_\_ spond/spons \_\_\_\_ stant/stanc(e) \_\_\_\_

stitu \_\_\_\_ strict/string/strain \_\_\_\_ struct \_\_\_\_ sum/sumpt \_\_\_\_ tact/tang \_\_\_\_

tain/ten/tent/tin \_\_\_\_ test \_\_\_\_ tort \_\_\_\_ tract \_\_\_\_ trib \_\_\_\_ trud(e)/trus \_\_\_\_

ven(e)/vent \_\_\_\_ vert/vers(e) \_\_\_\_ vest \_\_\_\_ vict/vinc \_\_\_\_ vis(e)/vid(e) \_\_\_\_

voc/voc \_\_\_\_

### Morphology: Upper Level Latin Roots

alter \_\_\_\_ amat/ami/amor \_\_\_\_ anim \_\_\_\_ annu/enni \_\_\_\_ aqua \_\_\_\_  
ben(e)/bon \_\_\_\_ brev \_\_\_\_ carn/carni \_\_\_\_ cid/cad \_\_\_\_ cit(e) \_\_\_\_  
civic \_\_\_\_ clin(e) \_\_\_\_ cog(n) \_\_\_\_ cor/corp \_\_\_\_ cord/cour \_\_\_\_ crea \_\_\_\_  
crim \_\_\_\_ dom \_\_\_\_ dorm \_\_\_\_ fort/forc \_\_\_\_ fract/frag \_\_\_\_ fug \_\_\_\_  
grat \_\_\_\_ greg \_\_\_\_ haer/her(e) \_\_\_\_ hum \_\_\_\_ ign \_\_\_\_ lab/laborat \_\_\_\_  
lapse \_\_\_\_ lat \_\_\_\_ lat(e) \_\_\_\_ liber \_\_\_\_ lin \_\_\_\_ liter \_\_\_\_ loc \_\_\_\_  
locu/loqu \_\_\_\_ lud(e)/lus \_\_\_\_ lum/lus/luc \_\_\_\_ luna \_\_\_\_ magn \_\_\_\_  
man/manu \_\_\_\_ mascu \_\_\_\_ matri \_\_\_\_ medi \_\_\_\_ mens/mensura \_\_\_\_  
merg/mers \_\_\_\_ min \_\_\_\_ min \_\_\_\_ migr \_\_\_\_ mir(e) \_\_\_\_ mod \_\_\_\_  
moll \_\_\_\_ mori/mort/mors \_\_\_\_ mut(e) \_\_\_\_ nect/nex \_\_\_\_ nom \_\_\_\_  
nunci/nounc(e) \_\_\_\_ omni \_\_\_\_ oper \_\_\_\_ pac/pax \_\_\_\_ par \_\_\_\_ par \_\_\_\_  
part \_\_\_\_ pater/patr \_\_\_\_ petr \_\_\_\_ pict/picto \_\_\_\_ plac \_\_\_\_ plur \_\_\_\_ pop \_\_\_\_  
potent \_\_\_\_ press \_\_\_\_ prim(e) \_\_\_\_ prop(r) \_\_\_\_ prov(e) \_\_\_\_  
pur(i)/pur(e) \_\_\_\_ radi \_\_\_\_ rat \_\_\_\_ rid \_\_\_\_ rog \_\_\_\_ sacro \_\_\_\_  
sanct \_\_\_\_ scend \_\_\_\_ sign \_\_\_\_ sert \_\_\_\_ simil/simul \_\_\_\_ sol \_\_\_\_  
somno/somni \_\_\_\_ stat \_\_\_\_ stella \_\_\_\_ sult \_\_\_\_ tect \_\_\_\_ tempo \_\_\_\_  
terr \_\_\_\_ text \_\_\_\_ tim \_\_\_\_ tuber \_\_\_\_ tut/tui \_\_\_\_ ultima \_\_\_\_ urb \_\_\_\_  
vac \_\_\_\_ vad(e) \_\_\_\_ val/vail \_\_\_\_ ventri \_\_\_\_ ver(i) \_\_\_\_ viv/vita \_\_\_\_  
volv(e)/volu \_\_\_\_ vore \_\_\_\_ vulg \_\_\_\_



## Morphology: Greek Combining Forms

acro \_\_\_\_ aero \_\_\_\_ amphi \_\_\_\_ an/ana \_\_\_\_ andro \_\_\_\_ anthrop \_\_\_\_  
anti \_\_\_\_ apo \_\_\_\_ arch(y) \_\_\_\_ archaeo \_\_\_\_ aristo \_\_\_\_ astro \_\_\_\_  
auto \_\_\_\_ baro \_\_\_\_ biblio \_\_\_\_ bio \_\_\_\_ cardio \_\_\_\_ cata/cath(e) \_\_\_\_  
centr \_\_\_\_ chlor \_\_\_\_ chrom (e) \_\_\_\_ chron \_\_\_\_ circum \_\_\_\_  
cosmo \_\_\_\_ crat \_\_\_\_ cyclo \_\_\_\_ dem \_\_\_\_ dia \_\_\_\_ diplo \_\_\_\_  
dox \_\_\_\_ dyna \_\_\_\_ eco \_\_\_\_ ecto \_\_\_\_ ectomy \_\_\_\_ electro \_\_\_\_  
endo \_\_\_\_ epi \_\_\_\_ ethno \_\_\_\_ eu \_\_\_\_ gamy \_\_\_\_ geo \_\_\_\_ gon \_\_\_\_  
gram/graph \_\_\_\_ gyro \_\_\_\_ helio \_\_\_\_ hema/hemo \_\_\_\_ hetero \_\_\_\_  
holo \_\_\_\_ homo \_\_\_\_ hydra/hydro \_\_\_\_ hyper \_\_\_\_ hypo \_\_\_\_  
ideo \_\_\_\_ iso \_\_\_\_ itis \_\_\_\_ kine/kinesis \_\_\_\_ macro \_\_\_\_ mania \_\_\_\_  
mega \_\_\_\_ melano \_\_\_\_ meta \_\_\_\_ meter/metry \_\_\_\_ micro \_\_\_\_  
morph \_\_\_\_ naut \_\_\_\_ neo \_\_\_\_ nesia \_\_\_\_ neur \_\_\_\_ nomy \_\_\_\_  
nym \_\_\_\_ oid \_\_\_\_ ology \_\_\_\_ orama \_\_\_\_ orth(o) \_\_\_\_  
osis \_\_\_\_ paleo \_\_\_\_ pan \_\_\_\_ para \_\_\_\_ path \_\_\_\_ ped \_\_\_\_ peri \_\_\_\_  
petro \_\_\_\_ phan \_\_\_\_ phila/philo/phile \_\_\_\_ phobia \_\_\_\_ phon(e) \_\_\_\_  
photo \_\_\_\_ physi \_\_\_\_ plat(y) \_\_\_\_ pod \_\_\_\_ polit/polis \_\_\_\_ proto \_\_\_\_  
psycho \_\_\_\_ pyro \_\_\_\_ schisto/schizo \_\_\_\_ scope \_\_\_\_ spher \_\_\_\_  
soph/sophos \_\_\_\_ techni \_\_\_\_ tele \_\_\_\_ theo/the \_\_\_\_ therm \_\_\_\_ zoo \_\_\_\_

## Morphology: Suffixes

\_\_\_ able\* \_\_\_ ability \_\_\_ ac \_\_\_ acy \_\_\_ ade \_\_\_ age \_\_\_ al  
\_\_\_ ality \_\_\_ an \_\_\_ ance \_\_\_ ancy \_\_\_ ant \_\_\_ ar \_\_\_ ard  
\_\_\_ arian \_\_\_ arious \_\_\_ arium \_\_\_ ary \_\_\_ ate \_\_\_ ation \_\_\_ ative  
\_\_\_ atory \_\_\_ cial \_\_\_ cian \_\_\_ ciate \_\_\_ ciency \_\_\_ cient \_\_\_ cious  
\_\_\_ cy \_\_\_ dom \_\_\_ ed\* \_\_\_ ee\* \_\_\_ eer \_\_\_ en \_\_\_ ence \_\_\_ ent  
\_\_\_ eous \_\_\_ er\* \_\_\_ ery \_\_\_ es\* \_\_\_ ess\* \_\_\_ est\* \_\_\_ et  
\_\_\_ ful \* \_\_\_ fy \_\_\_ hood\* \_\_\_ ia \_\_\_ ial \_\_\_ ian \_\_\_ ible \_\_\_ ic\*  
\_\_\_ ical \_\_\_ ice \_\_\_ id \_\_\_ ile \_\_\_ ine \_\_\_ ing\* \_\_\_ ion \_\_\_ ior  
\_\_\_ ise \_\_\_ ish\* \_\_\_ ism \_\_\_ ist\* \_\_\_ ite \_\_\_ ity \_\_\_ ium \_\_\_ ive  
\_\_\_ ize \_\_\_ less\* \_\_\_ let \_\_\_ ling \_\_\_ ly\* \_\_\_ ment\* \_\_\_ mony  
\_\_\_ most \_\_\_ ness\* \_\_\_ oid \_\_\_ oon \_\_\_ or\* \_\_\_ ory \_\_\_ osity  
\_\_\_ ous\* \_\_\_ s \_\_\_ ship\* \_\_\_ sion\* \_\_\_ some \_\_\_ ster \_\_\_ th  
\_\_\_ tial \_\_\_ tiate \_\_\_ tion\* \_\_\_ tious \_\_\_ tude \_\_\_ ty \_\_\_ ular  
\_\_\_ ule \_\_\_ ure \_\_\_ ward\* \_\_\_ wise \_\_\_ y\*

**\*Suffixs to teach first.**

### Similar-sounding suffixes:

\_\_\_ est/ist \_\_\_ cle/cal \_\_\_ us/ous/ess/ice \_\_\_ ey/y/ee  
\_\_\_ tion/sion/cian \_\_\_ ise/ize \_\_\_ able/ible  
\_\_\_ ance/ancy/ant vs. ence/ency/ent \_\_\_ ary/ery/ory \_\_\_ ar/er/or  
\_\_\_ al/el/ile \_\_\_ cial/tial \_\_\_ cious/tious \_\_\_ ain/an/en/on

## Reading

### Oral Reading:

Fluency: Good \_\_\_ Fair \_\_\_ Needs Continued Work \_\_\_

Accuracy: Good \_\_\_ Fair \_\_\_ Needs Continued Work \_\_\_

Rate: Fast \_\_\_ Average \_\_\_ Slow \_\_\_

### Fiction:

Exposed To: \_\_\_ Fables \_\_\_ Myths \_\_\_ Fantasy \_\_\_ Adventure \_\_\_ Mystery

\_\_\_ Science Fiction \_\_\_ Human Interest \_\_\_ Realistic Animal

\_\_\_ Historical \_\_\_ Short story \_\_\_ Chapter Books \_\_\_ Novels

\_\_\_ Poetry \_\_\_ Plays

### Comprehension:

Identifies: \_\_\_ Setting \_\_\_ Characters (protagonist/antagonist) \_\_\_ Plot

\_\_\_ Conflict \_\_\_ Crisis \_\_\_ Theme \_\_\_ Flashback

\_\_\_ Satire \_\_\_ Foreshadowing \_\_\_ Personification \_\_\_ Simile

\_\_\_ Metaphor \_\_\_ Symbolism \_\_\_ Imagery \_\_\_ Mood

\_\_\_ Humor \_\_\_ Characterization \_\_\_ Author's intent

### Nonfiction:

Exposed To: \_\_\_ Textbooks \_\_\_ Magazine/newspaper \_\_\_ Biographies

\_\_\_ Reference books \_\_\_ Trade books \_\_\_ Graded materials

### Comprehension:

Skills: \_\_\_ identify main idea \_\_\_ identify supporting details \_\_\_ sequencing

\_\_\_ cause/effect \_\_\_ making inferences \_\_\_ drawing conclusions

\_\_\_ predicting outcomes \_\_\_ identifying fact vs. opinion

\_\_\_ author's intent \_\_\_ making judgments/evaluating

\_\_\_ recognizing propaganda

## Parts of Speech/Grammar

**Nouns:**        \_\_\_ Common (person, place, thing, idea)    \_\_\_ Proper

**Pronouns:**   \_\_\_ Noun substitutes   \_\_\_ Subject Pronouns   \_\_\_ Object Pronouns  
                 \_\_\_ Possessive   \_\_\_ Personal

**Subject/Predicate:**   \_\_\_ Simple subject/predicate        \_\_\_ Compound subject/predicate

**Verbs:**        \_\_\_ Physical Action   \_\_\_ Mental Action   \_\_\_ Helping/Auxiliary   \_\_\_ Linking  
                 \_\_\_ Past tense   \_\_\_ Past participle

**Adjectives:**   \_\_\_ General   \_\_\_ Adjective endings (comparative/superlative)

**Adverbs:**     \_\_\_ Modifying verbs   \_\_\_ Modifying adjectives   \_\_\_ Modifying adverbs

**Prepositions:**        \_\_\_ Identifying prepositions   \_\_\_ Prepositional phrases  
                             \_\_\_ Adjective/adverb phrases

**Sentences:**    \_\_\_ Run-on   \_\_\_ Fragmented   \_\_\_ Declarative   \_\_\_ Imperative  
                     \_\_\_ Interrogative   \_\_\_ Exclamatory   \_\_\_ Compound   \_\_\_ Complex  
                     \_\_\_ independent/dependent clauses   \_\_\_ Participial phrases  
                     \_\_\_ subject/verb agreement   \_\_\_ double negatives

**Others:**        \_\_\_ Articles   \_\_\_ Conjunctions   \_\_\_ Interjections

## Writing/Written Expression

### Punctuation/Capitalization

\_\_\_ Period    \_\_\_ Question mark    \_\_\_ Exclamation mark

Comma: \_\_\_ Address/date    \_\_\_ Series    \_\_\_ Calling name    \_\_\_ Quotation

\_\_\_ Yes/no    \_\_\_ appositives

Apostrophes: \_\_\_ Contraction    \_\_\_ Possession

Others: \_\_\_ Quotation marks    \_\_\_ Colon    \_\_\_ Semi-colon

Capitalization: \_\_\_ Begin sentence    \_\_\_ Names    \_\_\_ Title    \_\_\_ 1st word quotation

### Written Expression:

\_\_\_ Writes complete sentences

\_\_\_ Writes a descriptive paragraph

\_\_\_ Writes a persuasive paragraph

\_\_\_ Writes a procedural paragraph

\_\_\_ Writes a expository paragraph

\_\_\_ Writes a compare and contrast paragraph

\_\_\_ Outlines and writes a report from an outline

\_\_\_ Writer a research paper: notecards, outline, bibliography, proofing, etc.

\_\_\_ Use computer processor to write and edit final draft

# **Orton-Gillingham**

# **Procedures**

**by**

**Ron Yoshimoto**

## **Visual Drill: Sounds**

### **Materials:**

1. Phonogram Cards

### **Procedures:**

Individual: Show card to student. He says sound.

Group: Show card to one student. He says sound. Show the next card to another student, and so on. The teacher may show card to one student who gives sound and the class may repeat.

### **Correction - Individual:**

1. If child makes an error, have the child trace the letter seen. If the sound comes up from the tracing, then have him trace as he sounds it.
2. If the correct sound is not triggered by the tracing, ask for a keyword. If the child comes up with the correct sound, have him trace/sound it.
3. If the child cannot come up with the keyword, then the teacher writes it on the paper or board and has child read it (or teacher reads it). Ask child for the desired sound. If the child retrieves the sound, he traces/sounds.
4. As a last resort, say the sound and show keyword. Then have child trace/sound it. Give words to read and spell. Then child will trace/sound it again.

### **Correction - Class:**

1. Have student trace the letter to see if the sound comes up. If it does, he traces/sounds it. The class may also trace/sound it as well.
2. If it does not, teacher gives the sound. Student repeats and then traces/sounds it. Class may then say the sound as they trace it.

\*The teacher may also do #2 and #3 of "Correction - Individual" depending on time factor and group dynamics.

## **Blending Words for Reading**

### **Materials:**

1. Word list or words on cards or words on board
2. Phonogram cards (to form words)

### **Procedures:**

Student reads words or if difficulty emerges in blending, ask student for the sound of first letter, then sound of the second letter, blend the two or pronounce, then ask for the sound of the third letter, blend the three or pronounce, etc. Student then reads the entire word.

### **Correction: For Omission of Letters or Insertion of Letters:**

1. Ask student for the sound of first letter, then sound of the second letter, blend the two or pronounce, then ask for the sound of the third letter, blend the three or pronounce, etc. Student then reads the entire word.

### **Correction: For Reversals:**

1. Have student immediately trace the letter to see if the sound comes up. If they can say the sound, then they trace and sound and read the word. If not, give the sound and have child trace and sound. Then continue the blending process.

### **Correction: For Other Letter or Vowel Confusion:**

1. Have student trace to see if the sound comes up. If the sound does not come up, ask for key word. If child cannot remember the key word, write the keyword and show it to student. Student identifies sound. If correct, child traces and sounds. Continue the blending process.



## Auditory Drill: Sounds

### Procedures (group and individual):

1. Teacher says sound (and gives position or keyword as needed)
2. Student(s) repeat and sound as he/they write it.
3. Teacher checks their work.

### Correction - Individual:

1. If the child makes an error, repeat the sound and have the child say it loudly (this will exaggerate mouth, tongue, lip and vocal cord positions or movements). If the child comes up with the letter(s), he then traces or writes the letter(s) as he sounds.
2. If #1 does not work, ask the child to attend to the kinesthetic clues in the mouth - position of the tongue, mouth shape, etc. If the child is able to write the letter(s), then he traces/writes as he sounds again.
3. If the child still has difficulty in retrieving the letter(s), ask for the keyword. If the student is successful, the child traces/writes as he sounds.
4. If #3 does not work, say the keyword; help him isolate the sound in the keyword and ask for the letter name for that sound. Then have the child trace/write it as he sounds it several times.

\*Alternate: Teacher notes, ***“What you wrote is / /, my sound is / /. Repeat. What letter makes that sound?”*** The child writes it as he sounds. Then the student traces/writes it as he sounds.

\*\*Special case (reversals): Teacher notes error and models writing the correct letter. Child writes as he sounds. He then traces/writes it several times as he sounds.

## Auditory Drill: Sounds

### Correction - Group:

1. If a child makes an error, the teachers repeats the sound and the student echoes. Should the child arrive at the correct letter(s), then the child writes/traces it once more.
  2. If the child is not able to arrive at the correct answer, the teacher will say the sound again and give the keyword. Isolate the sound and child will write as he sounds. The student then traces/writes as he sounds again.
- \*Alternate: Teacher notes, **“What you wrote is //, my sound is //. Repeat. What letter makes that sound?”** Child writes as he sounds. The student then writes/traces it as he sounds.

## **Procedures for Spelling Words**

### **Procedures:**

1. Teacher says word. Students repeat.
  2. Using the fingers of their nonwriting hand (left to right), they tap out the sounds of the word as they say them.
  3. Optional: Teacher may ask for the number of sounds.
  4. Students then sound as they write the word.
  5. Teacher checks.
  6. Students read the word they spelled.
- \*\* Gradually, drop the fingerspelling step. Subsequently, the teacher will say the word, students repeat the word, and sound as they write. They then read the word they spelled.**

### **Correction of error (Auditory):**

1. Teacher pronounces word student spelled and repeats correct word.
2. Student repeat and fingerspells with the teacher. When the teacher comes to the error sound/letter, teacher will ask what sound it is and the letter that makes the sound. Then continue fingerspelling process.
3. Student sounds as he writes. Teacher then have student trace/sound the corrected sound of the substitution or sound confusion.

### **Correction of error (Rule-based):**

1. Ask or remind student about the rule (e.g., floss, -ck, -tch, etc.) or position ("ay" at the end of a word).

### **Correction of error (Visual - reversals, rotations, etc.):**

1. Model the correct letter formation and have the child sound as he traces or writes.

### **Procedures for Spelling Words: Alternate**

#### **Procedures:**

1. Teacher says word. Students repeat.
2. Teacher uses the word in a sentence. Teacher says the word again.
3. Students repeat and as they say the word, they catch the word forming a fist (facing them).
4. The students then sound out the letters while raising their fingers (one finger per sound and from left to right).
5. The students then say the word and place their upraised fingers together.
6. Students then sound as they write.
7. Teacher corrects.
8. Students read the word they spelled.

**Correction Procedures** (same as previously delineated).

## Spelling by Syllables

### Procedures:

1. Teacher says word and uses it in a sentence. Student(s) repeat.
2. Teacher asks for the first syllable and student(s) say it.
3. Student(s) then fingerspell and write as they sound it on the first line - see below.
4. Teacher says word again and student(s) echo.
5. Teacher asks for the second syllable and student(s) say it.
6. Student(s) then fingerspell and write it on the second line as they sound it.
7. Student(s) then rewrite the whole word - see below.
8. Teacher asks for the student(s) to read the word they spelled.

  r a b      +      b i t      =      rabbit  

### Alternate Procedure:

1. Teacher says word, student(s) repeat. Teacher says word again as she "pounds" it out with her fists (fists facing teacher). Student(s) do the same.
2. Teacher asks for first syllable and student(s) say it as they "pound it." They then fingerspell by raising the fingers on their fist from left to right. They now write it on the first line as they sound it.
3. Teacher says word again as she pounds it out and students do the same.
4. Teacher asks for the second syllable. Student(s) fingerspell on their fist by raising their fingers. They then write it on the second line as they write it.
5. Student(s) rewrite the whole word.
6. Teacher asks for the word they spelled.

## **Introduction of Phonogram**

### **Materials:**

1. Phonogram card
2. "Introduction Phonogram Sheet" and words to spell OR  
List of words to read for each student and words to spell.

### **Procedures (group and individual):**

1. Teacher shows card and says sound. Student(s) repeat sound and traces the letter(s) with the finger of their writing hand as they say the sound (3 times).
2. Teacher says the letter name(s), says the sound, gives keyword, notes position in a word (place value) if applicable, and discusses kinesthetics involved in the production of the sound (e.g., mouth position),
3. Student(s) write the phonogram three times as they say the sound.
4. Student(s) read words containing the phonogram. Utilize appropriate blending procedures and correction strategies.
5. Student(s) spell words containing the phonogram. Utilize spelling procedures - teacher says word and student(s) repeat, fingerspell, and sound as they write it - and appropriate correction procedures.
6. Summary:
  - a. Teacher shows card
  - b. Student notes letter name(s)
  - c. Student says sound
  - d. Student gives keyword.
  - e. Student notes place value.
7. The student(s) write as they say the sound several more times.
8. Teacher adds card to the daily drill pack.

## Simultaneous Oral Spelling (Nonphonetic or Memory Words)

**Introduction:** There are words in the English language which cannot be sounded out. A different set of procedures is needed to teach children these words.

### Procedures:

1. Teacher writes the memory word on a large card or on the board.
2. Teacher says the word and the letter names.
3. Student(s) say word and copy the word as they say the letter names.
4. Teacher checks to be sure that they copied it correctly.
5. Student(s) write it three times or trace over the word they copied saying the letter names as they write. The student(s) are to say the word after writing it each time and continue the process. \*Have the students write the words directly under the model.

t h e y  
t h e y  
t h e y  
t h e y

6. Student(s) are then asked to close their eyes, visualize the word, and write the word in the air with the finger(s) of their writing hand as they say the letter names. If there is a hesitation while writing in the air, then do #5 again.
7. Now for the quiz, Student(s) cover the words they had written previously and proceed to write the word from memory as they say letter names. They need to say the word after they have written it.
8. Student(s) then check their work by going letter by letter from the model to their test word as they say letter name.
9. Place the word on the bulletin board with all of other memory words for the students to refer to if needed.

# **Dictation**

## **I. Preparation**

- A. The teacher will write phrases or sentences for reinforcing application of phonogram, phonetic rules and memory words **learned previously.**
- B. Three to five phrases or sentences will be dictated to the students. Number and complexity is dependent on the skill level of child.
- C. After drafting the sentences, determine the phonograms, rules, concepts, etc. covered and adjust as needed.

## **II. Procedures**

- A. Teacher reads phrase or sentence and students repeat.
- B. Teacher may also ask for number of words in the sentence after the students have repeated.
- C. Students proceed to write, sounding out phonetic words only, as teacher checks their work.
- D. Teacher continues to repeat the sentence (phrase by phrase) as the students write.
- E. Correct errors by repeating word and having the students finger spell phonetic words. Give the corrected spelling of memory or learned words.
- F. Students then read the sentence they wrote.
- G. Teacher can have one student write the sentence on the board while the others check their work.



## **Dictation**

### **III. Extensions**

- A. Capitalization and punctuation reinforcement**
- B. Parts of speech reinforcement:** after the students have completed dictation, have the underline the verbs, circle the nouns, draw an arrow from the adjective to the noun, draw an arrow from the adverb to the verb it modifies, or underline the subject once and the predicate twice.
- C. Students find the synonyms or antonyms of teacher selected words in the dictation sentences and make substitutions.**
- D. Teacher dictates sentences with blanks in them and the students fill in the blanks.**
- E. Teacher dictates the subject or predicate and the students complete.**
- F. Dictate a topic sentence and students write a paragraph - descriptive or chronological paragraphs.**
- G. Dictate a sentence that would serve as a starter for a story or for a creative writing assignment.**
- H. Dictate the beginning of a poem and have them complete.**
- I. Dictate a riddle and have the children solve it.**
- J. Dictate the sentences but do not correct. After all of the sentences have been completed, have the children exchange papers and edit.**

## **IV. Correction Procedures**

### **A. Visual Errors (nonphonetic words)**

- 1. Remind the student that they cannot sound out the word. Teacher provides a model for him to copy or says the letter names of the word for the child. Child writes as he says the letter names.**
- 2. Child then traces/writes the word again as he says the letter names.**

### **B. Visual Errors (e.g., rotations, reversals)**

- 1. Teacher repeats the word and child fingerspells. Note the sound and ask for the letter name. Teacher provides model for the letter and student writes as he sounds.**
- 2. Child traces/writes the letter again as he says the sound and/or letter name.**

### **C. Auditory Error**

- 1. Teacher repeats the word and student says the word. Student then fingerspells and teacher asks for the letter name for the error.**
- 2. Student then writes as he sounds.**
- 3. Student writes/traces as he sounds the corrected letter/sound.**

### **D. Rule-based Error**

- 1. Teacher reminds or asks student about the applicable rule.**

## **Procedures: Oral and Silent Reading**

### **I. Oral Reading**

**A. Materials:** controlled vocabulary texts or “regular” graded reading materials at the child’s independent reading level with attention to his interests.

**B. Purpose:** 1) To enhance application of phonograms, phonetic generalizations, syllabication rules, and blending skills learned previously (not for comprehension).  
2) To enhance fluency/accuracy of reading with expression and attention to punctuation marks.

### **C. Procedures**

1. Preview vocabulary and have child make predictions about the story based on pictures, title, etc.
2. Teacher may break up sentences into phrases (e.g., subject and predicate, or subject/predicate/prepositional phrases) for the student to read. Underline these phrases.
3. Student orally reads passage with a card under the line he is reading and/or uses his finger as a guide.
4. When he makes an error, use correction procedures as used in visual drill for sounds and for blending words. Have student read word fluently and teacher may have child reread the phrase or sentence.
5. If the child comes across a word with phonograms or concepts that have not been covered and is not able to decode it, have the child sound out the first letter or two and then give the word. Child repeats and may reread phrase or sentence.

## **Procedures: Oral and Silent Reading**

6. Have child attend to punctuation marks:
  - a. Period: pause and have him lower voice on last word.
  - b. Question mark: raise voice on last word.
  - c. Exclamation mark: louder voice
  - d. Comma: pause
7. As fluency and accuracy improves, increase difficulty of reading materials.

## **II. Silent Reading**

**A. Materials:** same as for "Oral Reading."

**B. Purpose:** for comprehension

**C. Procedures - KWL, Cloze, DRTA, etc.**

1. Review vocabulary words prior to reading
2. Activate prior knowledge prior to reading
3. Anticipatory/prediction discussion prior to reading
4. Questions after the reading - recalling facts, main idea, cause/effect, etc.
5. Relate to child's own knowledge or experiences
6. Extensions: hands-on and interdisciplinary connections

## **Lower Level Lesson**

### **Drill Card Review**

Procedures:

1. Teacher shows card.
2. Student names letter, gives keyword, and sound.

### **Word List to Read**

Procedures:

1. Show word and child blends/reads or child blends from cards (child says over and over until fluency is achieved).

### **Spelling Drill**

Procedures:

1. Teacher asks for the letter that makes a sound.
2. Student names the letter, key word and the sound while writing on a rough surface or paper.

### **Spelling Words**

Procedures:

1. Use S.O.S procedure

### **Handwriting Practice**

Procedures:

1. Teacher dictates letters and students write as they say the

letter names OR teacher dictates words containing previously learned letters (the teacher says each letter of the word as the student writes and says letter names).

## **Reading**

Procedures:

1. Students read orally (controlled vocabulary materials).

## **Introduce New Concept**

Procedures:

1. Introducing new letter/sound:
  - a. Teacher shows card with letter and names letter.
  - b. Student repeats.
  - c. Teacher says key word and sound.
  - d. Student repeats
  - e. Teacher shows card and asks for the name of the letter that has the sound.
  - f. The student names letter, key word, and sound.
  - g. Teacher models making the letter (move from large muscle to small muscle - from chalkboard, to large-lined paper, then to regular-sized paper).
  - h. The student traces the letter in the air as he says letter name, keyword and sound (child could also trace on teacher's model).
  - i. The student copies the letter on paper as he says letter name, keyword and sound.
  - j. The student writes the letter without the copy
  - k. The student writes the letter with eyes averted.
  - l. The teacher ask child to write the letter that makes the sound.
  - m. The child writes as he says the letter name, keyword and sound.

## **Listening Comprehension**

Procedures:

1. Teacher reads materials and asks questions.

## **Simultaneous Oral Spelling: Lower Level**

### **Precursor Spelling Procedure:**

1. Teacher says word slowly.
2. Teacher asks what sound did the student hear first. Then teacher asks what letter says that sound. Student then picks up the card with the letter and lays on the table.
3. Teacher repeats the word and asks for the second sound. Then teacher asks what letter makes that sound. Student then picks up the card with the letter.
4. Teacher repeats the word and asks for the third sound. Continue with the steps.

### **S. O. S. Procedures:**

1. The teacher says word.

Words are derived from the phonograms that have been learned thus far.

2. Student repeats the word.

Teacher check auditory processing.

3. The student segments the sounds and then names the letters.
4. The student writes the letters, naming each letter as he forms it on the paper or rough surface.
5. The student reads what he has written.